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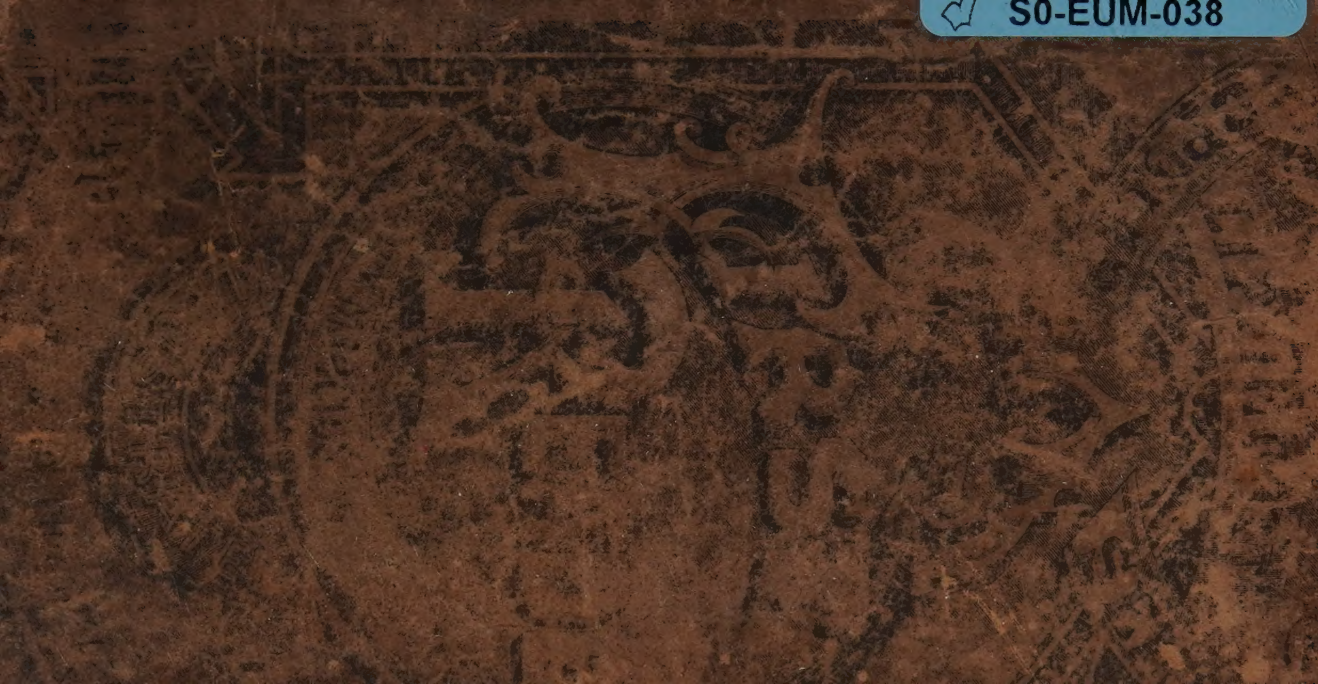

Margie Baker

Margie Baker

LIPPINCOTT'S POPULAR SERIES.

THE

FIRST READER

OF THE

POPULAR SERIES.

BY

MARCIUS WILLSON.

WITH NUMEROUS ILLUSTRATIONS.

PHILADELPHIA:
J. B. LIPPINCOTT & CO.
1882.

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PREFACE.

WE have limited the lessons in this *Book for Beginners*, as far as the 77th page, to familiar words of not more than three letters; knowing that the eye of the child will, at first, take in familiar *short* words, more readily than familiar *long* ones. We have also given prominence to the CONVERSATIONAL STYLE, as that is the style most familiar to childhood, and the best adapted to promote *naturalness* in reading.

SUGGESTIONS TO TEACHERS.

I. Impress a pupil with the idea that he must *read* a sentence just as he would *talk* it. If he is inclined to drawl out "a — cat," point to the picture, and ask him, "What is that?" He looks up at the teacher, and answers naturally, "a cat." Teach him to read it in the same way.

II. At the beginning of the reading lessons, on page 11, talk to the pupil about the objects represented,—as, a real cat, hat, rat, etc. Show him the *true* pictures of these objects; then the *word* pictures; and lead him to recognize, and *name*, the word pictures when the other pictures are covered by the hand or a piece of paper. So continue until the pupil can, *fluently* and *naturally*, read off the words in the first five lessons at sight.

III. On reaching the sixth lesson, those teachers who are partial to the "Phonic system" may combine it with the word method. Thus: c ă t cat. Teach the pupil the elements that form the word, and have him combine them, etc. But as the teacher will find it most convenient to put this kind of work on the blackboard, we have not indicated it far in the lessons.

IV. Immediately after each reading lesson, give a lesson in *counting*, page 9. Interest pupils in the objects represented on this page, and lead them to *tell* what they can about them, to count them, and to repeat the poetry.

V. When pupils can count the objects on page 9, they may combine counting with learning the alphabet, pages 6, 7, and 8. First teach them to call A at sight; then A, B; then A, B, C; then A, B, C, D, etc. Then let them *count* the capital letters—a few at a time—on the pile of letter blocks on pages 6 and 7; telling how many A's there are, how many B's, etc.; and also let them name the letters on the separate Playing Blocks, on the Map, on the Banner, and in the large open Book. Continue this exercise after each reading lesson, until the pupil has learned all the capitals. Continue the same method for the small letters on page 8.

☞ If the teacher prefers, pupils may learn the small letters first.

VI. As soon as the pupil can tell all the letters at sight, the teacher should, to vary the exercises, *pronounce* each word in the lesson; and the pupil, looking on the book, should *spell and pronounce* each word immediately after the teacher has pronounced it. In this way the pupil will soon learn to connect the *names* of the letters with their correct pronunciation when united to form words.

Give an occasional exercise in *pronouncing* and *spelling*, from pages 36 and 76.

VII. At the close of each reading exercise, the teacher should read the next lesson to the pupils, and require them to read it aloud after him, sentence by sentence, until they can not only read it *fluently*, but in a natural conversational style also. It should never be necessary for pupils to *spell out* a word while reading to the teacher. If a pupil should, at any time, give the wrong modulations while reading to the teacher, close the book and require him to *speak* the sentence in imitation of the teacher, and then to *read* it in the same manner.

INFLECTIONS AND EMPHASIS.

The marks which indicate the Rising (') and the Falling (`) Inflection, and also the *Italic* form of words for Emphasis, are here occasionally used; but as guides for the *teacher*, rather than for the pupil.

LANGUAGE LESSONS.

In this First Book the teacher will find a simple and natural plan for beginning a course of Language Lesson Exercises.

Thus, commencing with the EXERCISE on page 28, the teacher may read aloud, "Is the hay in the lot?"—and the pupil, as directed by the teacher, may repeat, "The hay *is* in the lot,"—and so continue:—*or*,

2. The *pupil* may read the sentences aloud, and give the changes as directed:—*or*,

3. The pupil may write out the changes on slate or paper:—*or*,

4. The Exercises, as given in the book, may be written in full by the teacher, on the blackboard; and the pupil may then read off, or write out, the required changes.

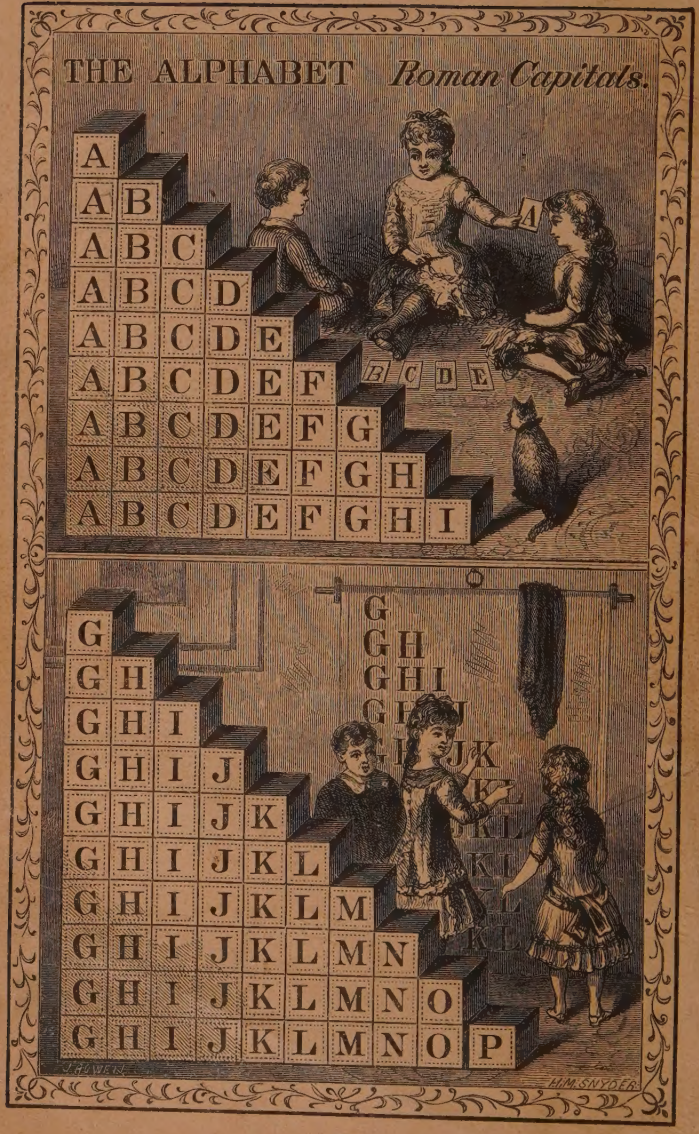
These Exercises may seem trivial at first; but as they progress, step by step, in the subsequent books of the series, to higher and higher planes of advancement, it is believed that they will be found of very great value in advancing the pupil's knowledge of language, and his facility in the correct use of it.

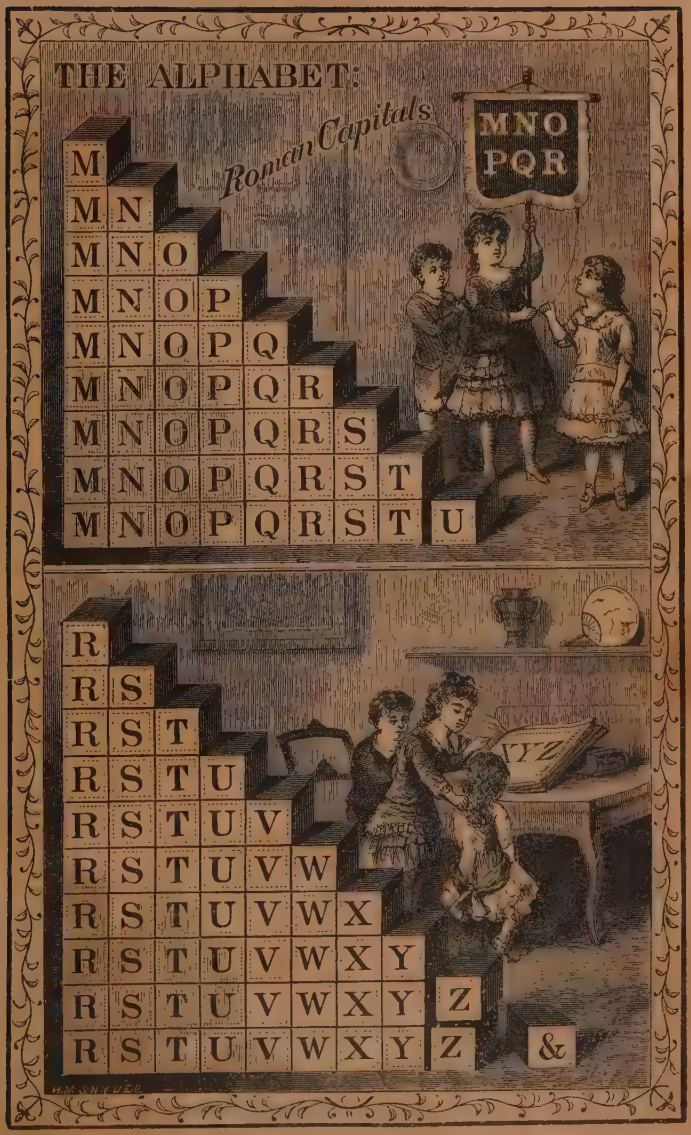
SCRIPT.

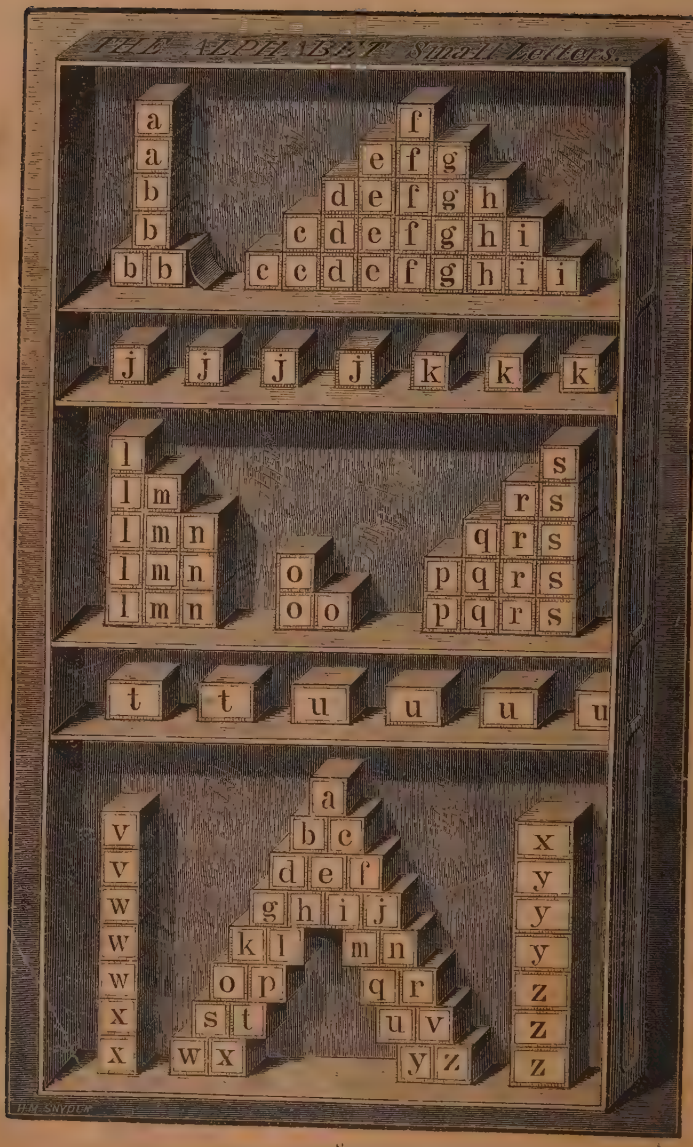
The Script Alphabet and words on page 10 are given to encourage pupils in the early use of the pen and pencil in writing. The standard script forms are used, but the capitals and the loop and the stem letters are made a little shorter than usual,—yet *not* shorter than they are in the best writing. They thus economize room, and are the more easily written by young pupils.

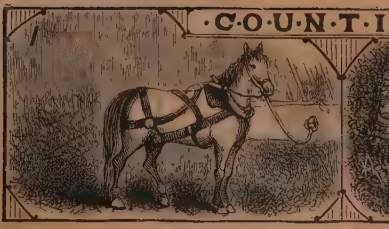
Let pupils frequently copy the letters and words on page 10: let them copy the script lines in the Exercises, and the titles of the Lessons in Part II.: and let them *write out* the Language Lesson Exercises in full, *as soon as they can*. They should not *print* the words.

Thus, very easy and profitable Exercises in *Reading*, *Spelling*, *Writing*, and *Composition* may all be embraced in the CHILD'S FIRST READER.


THE ALPHABET Roman Capitals.
A
A B
A B C
A B C D
A B C D E
A B C D E F
A B C D E F G
A B C D E F G H
A B C D E F G H I
A
B C D E
G
G H
G H I
G H I J
G H I J K
G H I J K L
G H I J K L M
G H I J K L M N
G H I J K L M N O
G H I J K L M N O P
J. RAVEN
H.M. SNYDER


THE ALPHABET:
Roman Capitals
MNO
PQR
M
M N
M N O
M N O P
M N O P Q
M N O P Q R
M N O P Q R S
M N O P Q R S T
M N O P Q R S T U
R
R S
R S T
R S T U
R S T U V
R S T U V W
R S T U V W X
R S T U V W X Y
R S T U V W X Y Z
R S T U V W X Y Z &
XYZ

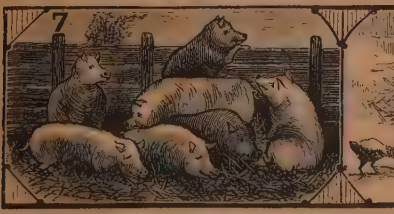

THE ALPHABET Small Letters.
a a b b b b
f e f g d e f g h c d e f g h i b b c c d e f g h i i
j j j j k k k
l l m l m n l m n l m n
o o o
s r s q r s p q r s p q r s
t t u u u u
v v w w w x x
a b c d e f g h i j k l m n o p q r s t u v w x
x y y y z z z
W. M. SNYDER



ONE horse to draw the load, **TWO** ox-en in the road:

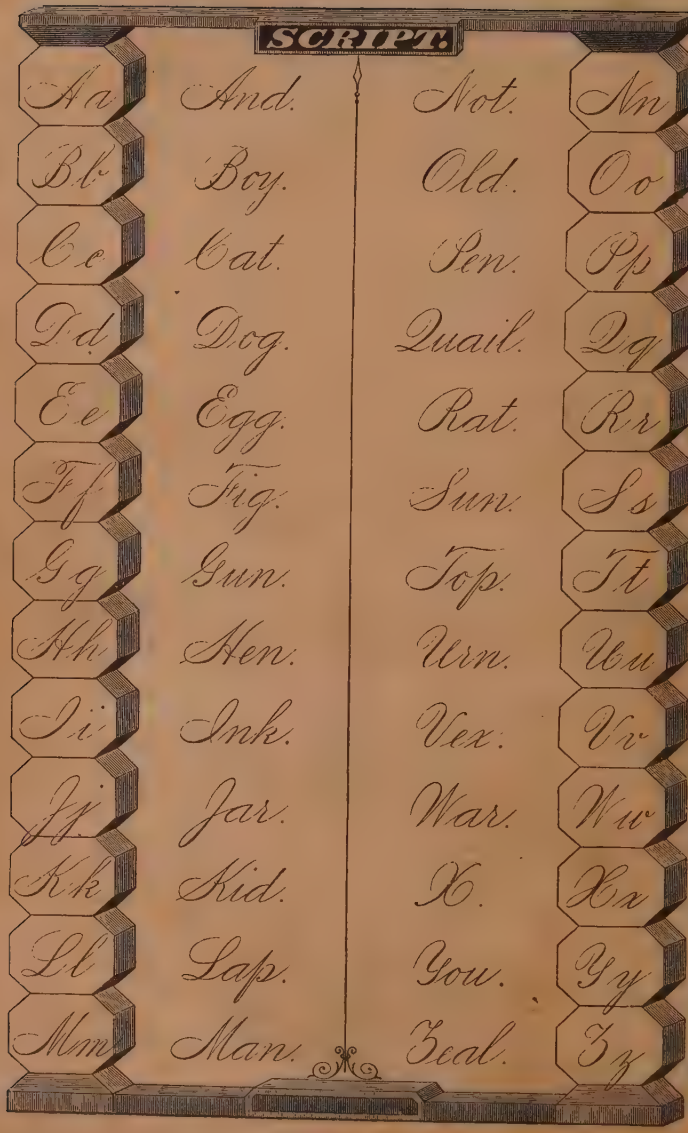
THREE sheep watch-ing Rover, **FOUR** goats eat-ing clo-ver:

FIVE kit-tens at their play, **SIX** mice that ran a-way:



SEVEN pigs in the pen, **EIGHT** chick-ens with the hen:

NINE rab-bits run-ning fast, **TEN** sol-diers march-ing past.


SCRIPT.
A a
And.
Not.
N n
B b
Boy.
Old.
O o
C c
Cat.
Pen.
P p
D d
Dog.
Quail.
Q q
E e
Egg.
Rat.
R r
F f
Fig.
Sun.
S s
G g
Gun.
Top.
T t
H h
Hen.
Urn.
U u
I i
Ink.
Vex.
V v
J j
Jar.
War.
W w
K k
Kid.
X.
X x
L l
Lap.
You.
Y y
M m
Man.
Zeal.
Z z

PART I.

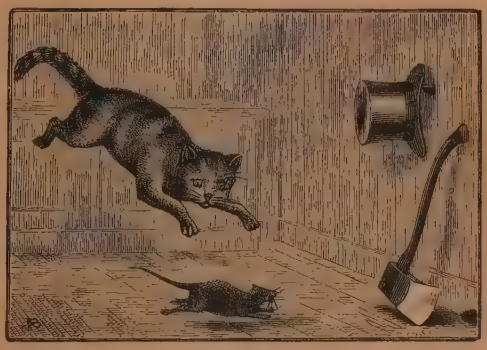
FAMILIAR WORDS OF NOT MORE THAN THREE LETTERS.

LESSON 1.

ă ă

a a
cat hat

a an
rat axe



LESSON 2.

ĕ ĕ

a a
bed net

a an
hen egg

LESSON 3.

ĭ ĭ

a a

pig gig

a an

kid inn

LESSON 4.

ŏ ŏ

a a

dog box

a a

log fox

a an

top ox

LESSON 5.

ŭ ŭ

a a
bug cup

a a
gun jug

a a
bud tub

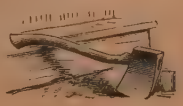
LESSON 6.

c ă t cat

Is it a cat'?
It is' a cat.

EXERCISE.

Pupil may ask and answer questions about

a a an 

LESSON 7.

h ĕ n hen

Is it a hen′?
It is a hen.

LESSON 8.

p ĭ g k ĭ d

pig kid

Is it a pig′? Is it a kid′?
It is a pig and a kid.

Pupil may ask and answer questions about

a an

LESSON 9.

d ŏ g f ŏ x

dog fox

See the dog. See the fox.
See the dog and the fox.

LESSON 10.

b ŭ g b ŭ d

bug bud

I see the bug.
I see the bud.
I see the bug and the bud.

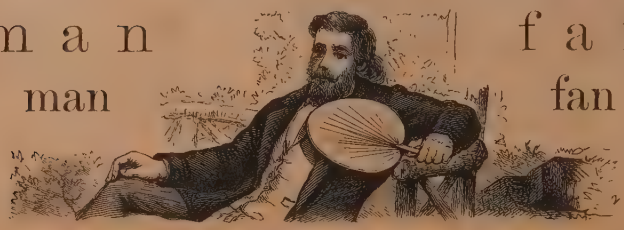
Pupil may form like sentences about

the the

LESSON 11.

m a n f a n

man



fan

I saw a man. I saw a fan.
I saw a man and a fan.

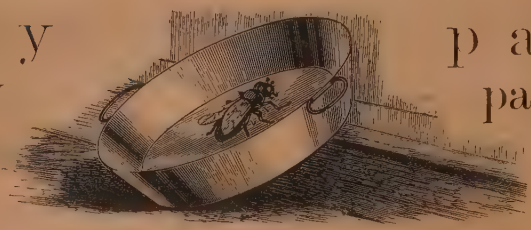
Pupil may form like sentences about

a a

LESSON 12.

f l y p a n

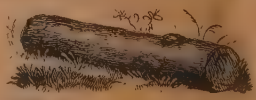
fly

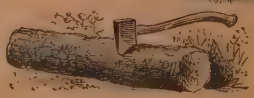


pan

I saw the fly. I saw the pan.
I saw the fly in the pan.

Pupil may form like sentences about

the the 

the 

LESSON 13.

c o w . . . . cow
e a t . . . . eat
h a y . . . . hay

See the cow.
See the cow eat.
See the cow eat hay.

LESSON 14.

See my dog.
See my dog Jep.
See my dog Jep run.

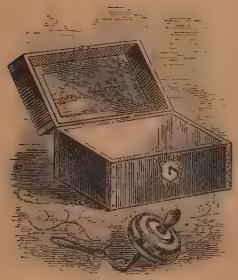
Pupil may form like sentences about

My Tip.

LESSON 15.

May I pat the dog′?
May I cut the log′?
May I hit the bag′?

LESSON 16.



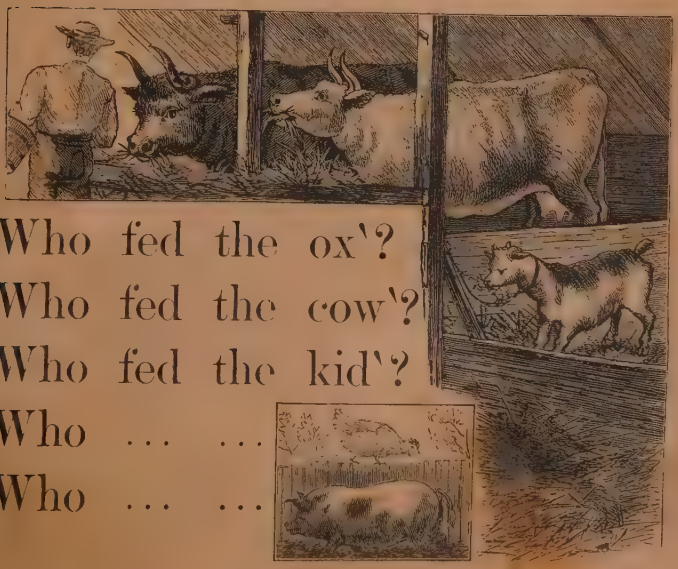
I say it is my box.
I say it is my top.
I say it is my box and my top.

Make like sentences about the following:

LESSON 17.

Do not sit on my map.
Do not sit on my cap.
Do not sit on my leg.

LESSON 18.



Who fed the ox'?
Who fed the cow'?
Who fed the kid'?
Who ... ...
Who ... ...

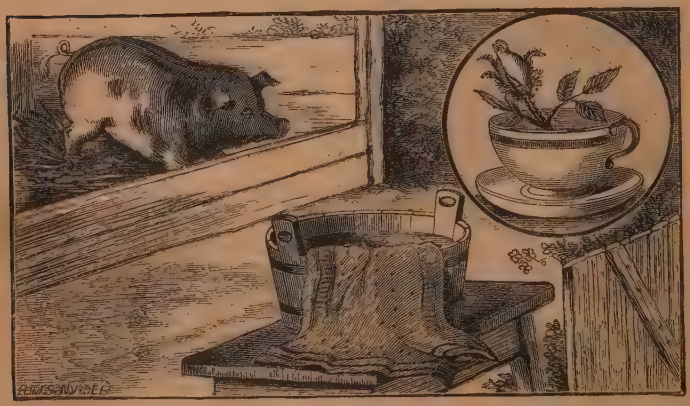
LESSON 19.

Is it a fly on the cup'?

No, it is a bee.

The fly is in the web.

LESSON 20.



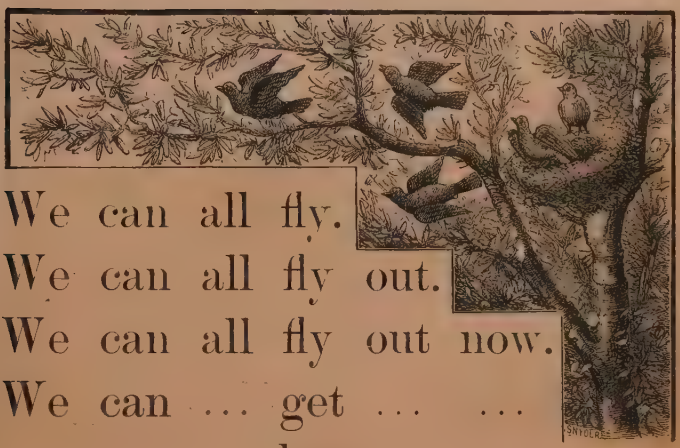
Who put the pig in the pen'?

Who put the bud in the cup'?

Who put the rug in the tub'?

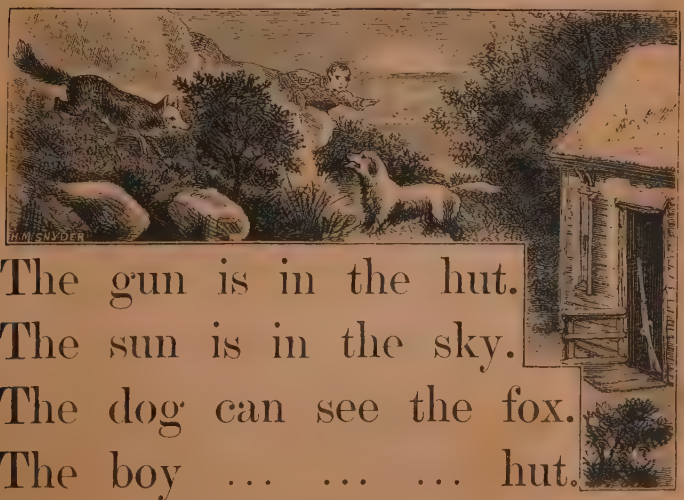
Who put the

LESSON 21.



We can all fly.
We can all fly out.
We can all fly out now.
We can ... get ... ...
.. .. hop ... ...

LESSON 22.



The gun is in the hut.
The sun is in the sky.
The dog can see the fox.
The boy ... ... hut.

LESSON 23.

Let me pet the cat.
Let me see the bee.
Let me eat an egg.

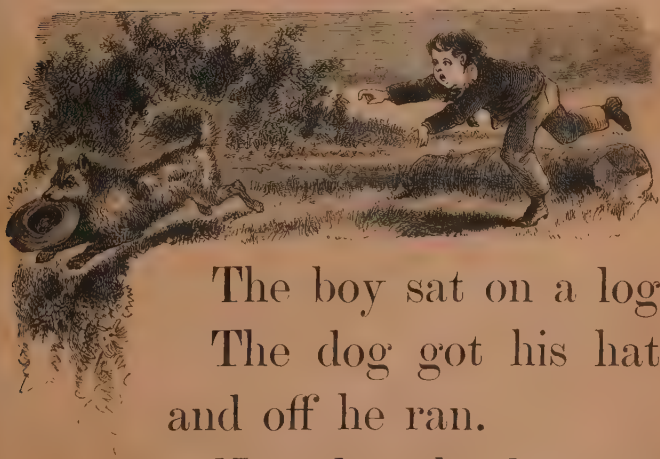
LESSON 24.

Ned′! Ned′!
Is it my kid′?
Yes, it is.
Did you get it for me′?
I got the kid for you, Ann′.
I got the ... ...

LESSON 25.

Do you see
Ned and me
On the hay'?
In the lot
We are not
In the way.

LESSON 26.



The boy sat on a log.

The dog got his hat, and off he ran.

Now let the boy get his hat if he can.

LESSON 27.

Get up, my old nag.

Let me see you get up now.

Can you get up if you try'?

You *can*` get up.

Now get up and be fed.

LESSON 28.

Can you hit the old pan'?

Yes, I can do it. Let me try.

Now set it up for me.

If *you*` can hit it', so can I'.

If *Ned* ... ., ... Tom.

.. *Tom* ... ., ... Ben.

LESSON 29.

The cat got up on the bed for a nap.

Old cat'! do you see the rat'?

No: she can not see the rat now.

Nor can the rat see the old cat.

LESSON 30.

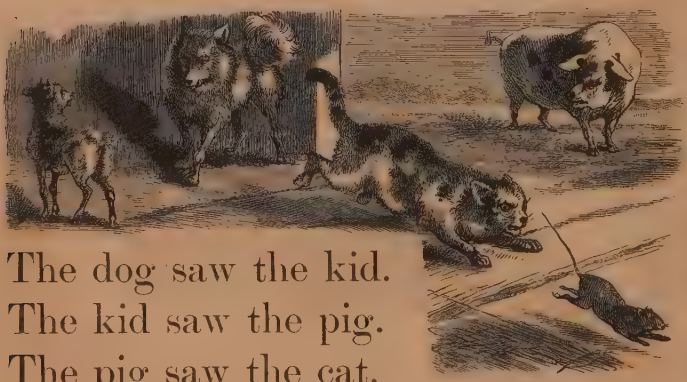
Did you get the red top for Ned'?
Yes; the gay red top is for Ned.
Did you get the new fan for Ned'?
No`; not for Ned', but for May`.
No`; ... ... him', but for her`.
.. .. Ben', ... me`.

LESSON 31.

Do you see a bug on the mug′, or do you see a bee`?

We do not see a bee′, nor do we see a bug`; but a *fly`* we can see; a *big`* fly on the mug.

LESSON 32.



The dog saw the kid.
The kid saw the pig.
The pig saw the cat.
The old cat saw the rat, as it ran.
Now let the cat get the rat if she can.
Who saw the pig as it ran`?
Who ... ... kid .. .. `?
... ... dog .. .. `?

LESSON 33.

Is it a boy′, or is it a man‵!
It is a *boy*‵, and not a man′.
Why is he not a man‵!
He is not a man′, for he is not so *big*‵ as a man.
He is not so *old*‵ as a man.

LESSON 34.

See the ant‵! See the fly‵!
How far the ant can run‵!
Now see him try to get up to the top of the jug.
Can the *fly* get up′!
Yes, old fly′!
By and by
You′ can try.

LESSON 35.

Did you say you met ten men'?

Yes, I *did* say so. I saw ten men go to the lot to get the hay.

Is the hay wet now'?

No, the hay is not wet. It is dry now. It is bad for the hay to get wet.

ORAL AND WRITTEN EXERCISES.

1. CHANGE AFFIRMATIVE QUESTIONS TO AFFIRMATIVE STATEMENTS. (See page 5.)

Exercise for Lesson 35. Change "Is?" to *is*.

Is the hay in the lot'?
Is the hay dry'?
Is the dog in the lot'?

Is it an old dog?

LESSON 36.

Do you see the wax on the leg of the bee′?

Yes, I see it. How did the bee get the wax‵?

I can not say. Let us go and ask Tom.

LESSON 37.

Is it a jug′?
Yes, I see a jug.
And I see a jar.
How can‵ it be a jar!
Is it not too *big* for a jar′?
No, no, I say. It is nót too big.

Exercise for Lessons 36 and 37. Change "Did?" to *did*.

Did May see the wax′?
Did Ann and May ask Tom′?
Did he say it was not a jug′?

Did I see a jar?

LESSON 38.

Tom led the cow all the way to the lot.

O, how *hot* the day was!

It was so *hot*, Tom did not put on his cap at all.

Tom did not run, and the cow did not run.

Exercise for Lesson 38. Change "Was?" to *was*.

Was it a red cow?
Was the cow on the way to the lot?
Was it a hot day?

Was Tom too hot to run?

LESSON 39.

See the bug on the pod'!
Can he eat the pod'?
Yes, he *can*` eat it; but do not *let*` him eat it.
Let him hop off. Let him get out of the way.

LESSON 40.

Ned', can you do it'?
Yes, I can do it.
So can Ben do it.
We can *all*` do it.
So you can.
Now let *me*` try.

Exercise for Lessons 39 and 40. Change "Can?" to *can*.

Can the bug eat the pod'?
Can he hop out of the way'?
Can Ned and Tom do it'?

Can Ben and Tom do it?

LESSON 41.

Old hen′, did you lay an egg′?

Yes, you *did*‘ lay one. You hid it up on the mow, in the hay.

Do not let the cow get the egg.

And do not let the owl see it, for he may eat it.

Exercise for Lesson 41. Change "Do?" to *do*.

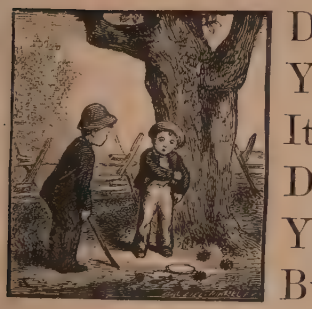
Do Ned and May see the hen and the egg′?
Do you say the egg is on the hay′?
Do you let the hen see the owl′?

Do we see the owl?

LESSON 42.

Has the sun set'?
No, not yet.
Do you see it now'?
O yes; how *red*` it is!
How far off is the sun`?
We can go and ask the old man.

LESSON 43.



Did the bur hit you'?
Yes; it *did*` hit me.
It hit me on my arm`.
Did you cry'?
Yes; you *saw*` me cry.
But I do not cry now.

II. CHANGE AFFIRMATIVE QUESTIONS TO NEGATIVE STATEMENTS. (See page 5.)

Exercise for Lessons 42 and 43. Change "Did?" to *did not*.

Did May go and ask the old man'?
Did he say how far off the sun is'?
Did the bur hit the boy on his ear'?

Did he say it hit his ear?

LESSON 44.

Did you see his new cap'?

Yes, I saw it. It was a *fur* cap.

Was it'? Did the cap fit him'?

Yes, it did fit him. But he let his cap get wet one day.

Did he'? *Why* did he do it?

He got mud on his cap, too: but his cap is all dry now.

Exercise for Lesson 44. Change "Was?" to *was not*.

Was it an old cap'?

Was it a bad fit for him'?

Was Ben the boy who had the cap'?

Was Tom a bad boy?

LESSON 45.

Ann′, can you get a new pen for me′?

Did you say pen′, or pin`?

I say *pen`*, not *pin′*.

O yes, I can get a pen for you.

LESSON 46.

Ben′, I can hop on one leg. See me do it.

So you can, Ned′; and so can a hen.

It is no fun to see you do it; but it *is* fun to see a dog run.

Exercise for Lessons 45 and 46. Change "Can?" to *can not.*

Can a cat hop on one leg′?

Can a pig do it′?

Can a cow hop on two legs′?

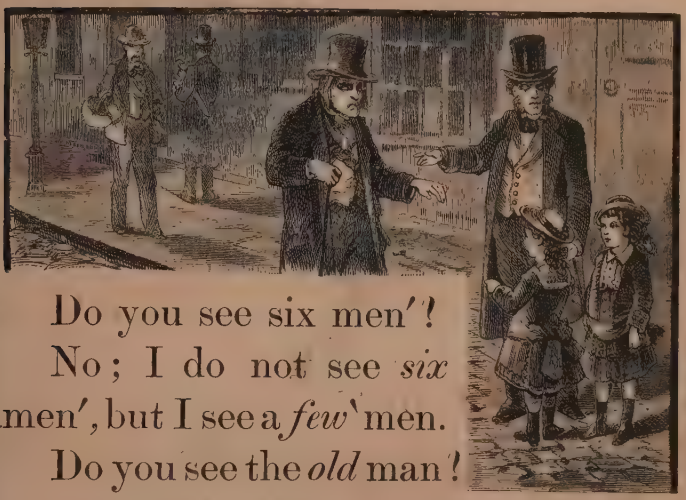
Can Ned see the hen now?

ONE HUNDRED AND FIFTEEN WORDS OF THREE LETTERS, USED IN THE FOREGOING PAGES.

cat	let	sit	cut	Ben
hat	met	Tip	hut	hen
mat	net	got	can	ten
pat	pet	hot	fan	men
rat	set	not	man	pen
sat	wet	lot	pan	fun
get	hit	but	ran	gun
run	hid	leg	bug	top
sun	kid	keg	mug	web
bed	him	big	jug	tub
fed	pin	fig	rug	cup
led	inn	gig	cap	one
Ned	bud	pig	nap	day
red	mud	dog	map	gay
did	bag	log	hop	hay
lay	for	off	saw	Jep
may	fly	all	you	and
say	try	she	put	are
way	sky	the	new	old
boy	why	eat	now	was
box	bee	out	cow	her
fox	see	owl	how	axe
nor	egg	Tom	yes	who

The above are for occasional exercises in *pronouncing at sight*, and for *spelling* by sound and by letter.

LESSON 47.



Do you see six men'?

No; I do not see *six* men', but I see a *few* men.

Do you see the *old* man?

Yes, I see the old man. His eye is dim, and he can not see us.

How sad he is! Let us go and aid the old man.

III. CHANGE NEGATIVE QUESTIONS TO AFFIRMATIVE STATEMENTS. (See page 5.)

Exercise for Lesson 47. Change "Was not?" to *was*.

Was it not an old man'?
Was not his hat old, too'?
Was it not sad to see him'?

Was not his eye dim?

LESSON 48.

You can not see us, and you can not get us.

Let us run and get his cap. Do not hit him.

Run! run! Do not let him get us.

LESSON 49.

Do see the tar on the end of my rod!

Can you get it off for me'?

Can you get a cob and rub it off'?

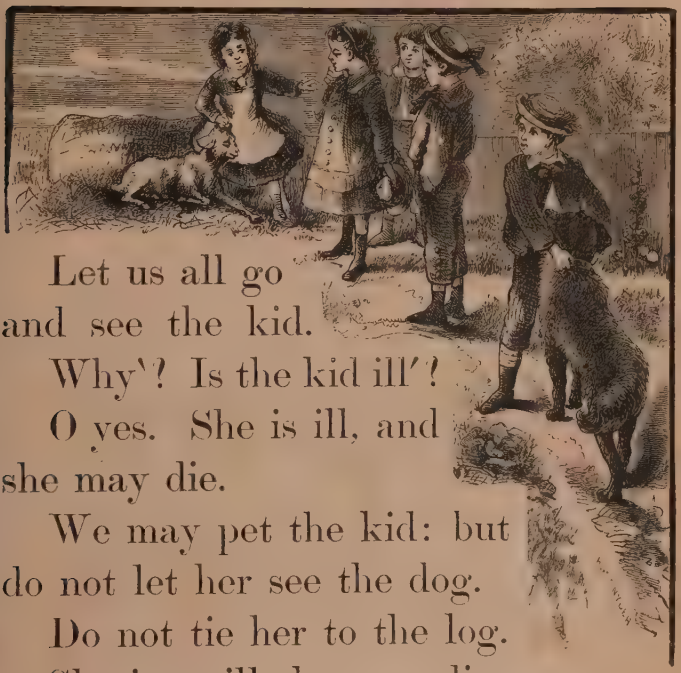
I can not *rub* it off; but I can *cut* it off.

Exercise for Lessons 48 and 49. Change "Can not?" to *can*.

Can not Ann get out of his way'?
Can not Ned run up and hit him'?
Can not you see the tar'?

Can not Tom cut it off?

LESSON 50.



Let us all go and see the kid.

Why'? Is the kid ill'?

O yes. She is ill, and she may die.

We may pet the kid: but do not let her see the dog.

Do not tie her to the log.

She is so ill she may die.

On the hay let her lie.

Exercise for Lesson 50. Change "Is not?" to *is*.

Is not Ned the fat boy'?
Is not May on the hay by the kid'?
Is not Ann as sad as May'?

Is not the kid ill?

LESSON 51.

My son, did you say the ton of hay is up on the mow'?

Yes, sir. I saw the men put it up.

Tom and Ned are on the mow. May I go and get up, too'?

Yes, you may get up if you can.

Ben, I see you! Are Ned and Tom up on the hay, too'?

Yes, we are all up on the mow.

Exercise for Lesson 51. Change "Are not?" to *are*.

Are not Tom and Ned up on the hay'?
Are not Ben and the dog on the mow'?
Are we not out of the way of the men'?

Are not the men in the lot?

LESSON 52.

Did Ned say so'? Did he say the man is not to go for the nag'?

Yes, he *did*` say so. But *I* may go, and so may *you*`.

Yes, Tom, you and I may go, and *we* can get the nag.

We may let the dog go, too.

Yes, and we may ask Bob to go, too.

IV. CHANGE AFFIRMATIVE STATEMENTS TO NEGATIVE STATEMENTS. (See page 5.)

Exercise for Lesson 52. Change "ran" to *did not run.*

The man ran to the lot.
Tom ran to ask Ben to go.
The cow ran out to see us.

The nag ran all the way.

LESSON 53.

Yes; Dan Sly is *mad*'!
I can see it in his *eye*.
See how *red* it is!
Did he try to hit you'?
Yes, he *did* try: but I got out of his way.
A *mad* boy is a *bad* boy.
It is sad to see so bad a boy.

LESSON 54.

I saw the man go by.
He had a bad dog.
If I see a bad dog, I say, "Get out, you cur!"
A bad dog is a *cur*.

Ex. for Lessons 53 and 54. Change "saw" to *did not see*.

Ben saw the mad boy.
May saw his red eye.
Ned saw the cur go by.

May saw Dan Sly.

LESSON 55.

Ned′, who has my new red fan‘?

Jim Fry *had* it. He put it in the old hut, by his pen and ink.

O, Ned! he may get *ink* on it. Do go and ask him for it. Can you get it for me′?

Yes, Ann, I can get the fan for you.

O, Jim! Now I see you. Why did you get the fan‘? You did not *ask‘* Ann for it′. Did you do it for fun′?

Now, Jim, be a man. Do go and get the fan.

Exercise for Lesson 55. Change "got" to *did not get.*

One day Ben got a pen for Jim.
Ned got a cup of red ink for Jim.
Ned got the fan for Ann.

Jim got ink on the fan.

LESSON 56.

See Dan Sly! He is on his way to the bar of the inn. It is sad to see him sip rum or gin. Dan is a bad boy.

LESSON 57.

Tom, did you tie the rag to the leg of the dog'?

Yes, I did it.

But why do you use the dog so'?

O, it did not vex him. His leg was raw, and so I put a rag on it.

Exercise for Lessons 56 and 57. Change "sat" to *did not sit.*

Tom sat on the log.
The dog sat on a box.
A fly sat on the paw of the dog.

Ned sat on the mat.

LESSON 58.

Who did' it, Tom'? Did *you* do it'? Did you put the fig in the new bag'? Did you tie it up in the bag'; or did you *eat*' it?

Did *I* eat it'? No, I did *not* eat it. Jim Fry ate the fig. I *saw* him eat it.

Who ate the pie'? Did Jim eat it', or was it Dan Sly'?

It was not Jim', nor was it Dan'. A *dog* ate the pie. I *saw* the dog eat it.

Did a *dog* eat the pie′?

Yes; it was a *bad* dog. It was a *cur*. He ate all the ham, too.

Exercise for Lesson 58. Change "ate" to *did not eat*.

Tom ate the fig and the ham.
Jim ate a raw egg one day.
Dan Sly ate a big pie.

Tom and Ben and Ned ate it.

LESSON 59.

Who is‵ it, Ned′? Who is the boy? He has my cap‵. Did you see the boy who got it′?

Yes, Tom, I saw him. It was Jim Fry, the boy who has the new top.

Is *he* the boy′? Why did he get my cap‵? He is not a *bad* boy, is he′?

O no, Tom, he is not a bad boy. He did it for fun. I can get the cap for you.

Do go and get it, Ned, if you can; and you may ask the boy to let us try his top. Is it a *new* top'?

Yes, it is a new top; and it is a red one, too. And it has a big pin in the end of it.

O how his top did go'! I saw it go. How it did hum'!

Can we buy a top'? Let us go and see if we can buy one.

V. Change Affirmative Statements to Affirmative Questions.

Exercise for Lesson 59. Change "saw" to *Did . . . see?*

Ned saw his red top.
Ned saw the pin in the end of it.
Ned saw Jim get the cap.

He saw Tom buy a top.

LESSON 60.

O, you big old fly'! Why did you do so'? You saw the cup of tea', did you'?

Yes, you saw it. But why did you try to get a *sip*' of it? The tea was got for *me*', and not for you'.

Now', old fly', you are in a cup of tea. You did not see it was *hot*' tea, did you'?

How *wet*' you are! And how *hot*' you are, too!

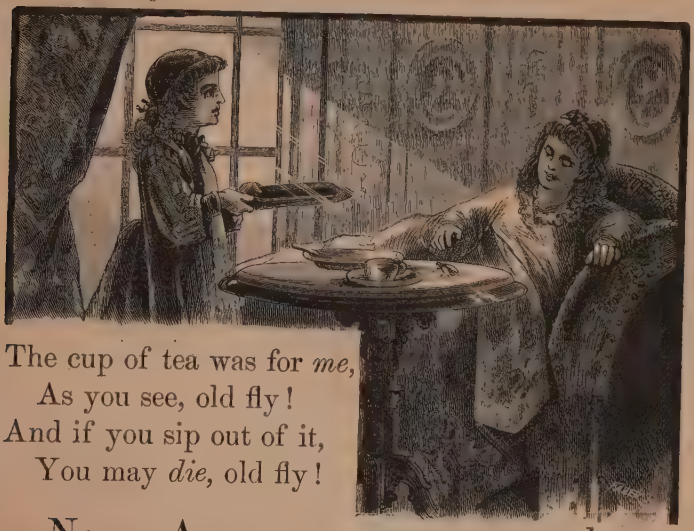
You can not fly now; and you can not get up on the rim of the cup.

Let me dip you out; and let me put you in the sun to dry. The sun is hot; but it is not so hot as the tea.

Was the tea too hot for you'? Yes, so it was.

Now you are out of the tea; but you can not get up yet.

O no; you can not get up! So now you may go and die. But I did not let you die in the tea.



The cup of tea was for *me*,
As you see, old fly!
And if you sip out of it,
You may *die*, old fly!

Now, Ann, you may go and get a cup of tea for *me*. But do not let a *fly* get in it.

Exercise for Lesson 60. Change "ran" to *Did . . . run?*

The fly ran to the cup.
The fly ran to sip out of it.
Ann ran to dip the fly out.

She ran to get the tea.

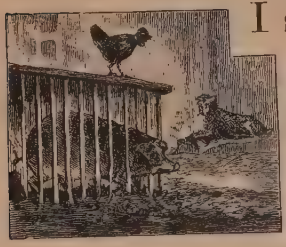
LESSON 61.

I see he is an old dog. He can not run far', can he'?

No; he is too old to run far now: but he can dig. He can dig up the sod.

Pet! go and dig. Do you see him'? You see he *can* dig.

He dug up an old tin cup one day.



I see the old hog. Can he get out of the pen'?

No; he is so fat he can not get out.

Exercise for Lesson 61. ⁵ Change "sat" to *Did . . . sit?*

A hen sat on top of the pen.
The boy sat on a keg.
The man sat on a box.

Pet sat on the mat.

LESSON 62.

Do you see the hen and the bug'?

Do you see the dog and the fox'?

Let the hen run for the bug, and let her get the bug if she can.

If she can get the bug, she may eat it. Can she get it'? Now run, old hen! Run and get the bug.

The fox may try to get the hen: but do not *let* him get her.

Let the dog run for the fox; and let the dog get the fox if he can.

Run! run! old dog!

Run! run! you sly old fox! You may get out of the way if you can.

Why may the hen get the bug'?
Why may *not* the fox get the hen'?
Why may the dog get the fox'?

VI. · Change Affirmative Statements to Affirmative Questions beginning with *Why*.

Ex. for Lesson 62. Change "ran" to *Why did . . . . . run?*

The bug ran to get out of the way.
The hen ran to get the bug.
The fox ran to get the hen.

My dog ran for the fox.

LESSON 63.

Tom'! did you say you saw the boy'?

Yes, Ben, I saw him. I saw him run. It was Jim Fry. He had a gun.

A gun'? a gun'? Did you say Jim Fry had a gun'? How odd' it was!

Yes, I did say so. He had a gun; but it was not odd at all, for it was a *pop-gun.*

Oh! a *pop-gun*`, was it'? But why did the boy *run*` so?

He saw a big fly; and he ran for it; and he hit it, too. The *wad* of the gun hit the fly.

Oh! he ran to get the *fly*`, did he'?

Exercise for Lesson 63. Change "did" to *Why did ... do?*

You did it, Jim Fry.
The wad of the gun did it.
The boy did it for fun.

Ben and I did it one day.

God has an ear for all we say. He can see you', and me', and all` of us; but we can not see him.

If you are bad', *man* may not see you', but *God* can.

LESSON 64.

Go on`: go on`, Tom'! Do you see it'? Can you get it now'?

Let him go on: but do not let him go too far.

Do not let him go in up to his arm. See him go!

Ah! Now he has it. Now he has *two*.

Put one in the bag now, Tom.

By and by Ann may put one in the cup for May.

See Tom`! O, how *wet*` he is!

So he is wet: but it is a hot day, and he can go out in the sun, and get dry.

Or he can lie in the cot, and get dry.

Exercise for Lesson 64. Change "got" to *Why did ... get?*

Tom got wet one day.
Tom got dry in the sun.
Ann got one bud, and put it in a cup.

Ned got one bud for Ann.

LESSON 65.

The tea in the tin cup was for *me.*

The cat saw it; but she did not see it was *hot* tea.

Did the cat put her paw in it?

She did *try* to put her paw in it.

I saw her try to lap the tea.

It was fun to see her try to do it.

Old cat'! Now you see the hot tea was for *me*.

Now you may let it be.

Old cat! you can go now. Run! Run!

See the old cat run!

Now, Ann, can you go and get a cup of the *new* tea for me'?

Let the tea be *hot*. *I* can sip hot tea.

VII. CHANGE NEGATIVE STATEMENTS TO NEGATIVE QUESTIONS BEGINNING WITH *Why?*

Exercise for Lesson 65. Change to question, with *Why?*

The tea was not for the cat.
The cat did not sip the tea.
The cat did not put her paw in it.

The tea was not for Ann.

LESSON 66.

Did the man ask you for a fig'? —and did you get a fig for him'?

Yes, he *did* ask me for a fig; and I *did* get a fig for him.

Did you get it out of the jar'?

No, I got it out of the box.

Did the man pay you for the fig'?

No, he did *not* pay me for it, for I did not *ask* him to pay for it. He did not *buy* it'.

Did you see him *eat* the fig'?

O no, I did not *see* him eat it; and he did *not* eat it.

Why did not the man eat the fig'?

He got the fig for his son. His son was ill.

Did you see his son eat the fig'?

Yes, I saw him eat it. He ate but *one* fig.

Why did not the boy eat *two*'?

One was all I had for him; and so he *ate* but one.

Exercise for Lesson 66. Change to question, with *Why?*

The man did not pay for the fig.
The man did not eat the fig.
May did not get the fig out of the jar.

The boy did not ask for it.

LESSON 67.

Bob', see my dog Jep'. He is not a *big* dog, but he is a *gay* one.

He is fat, too. See his fat leg'!

Now, Jep, sit up if you can. Do as I bid you. Let us all see if you can sit up.

Now do you see him'? You see he *can*' sit up. Do you see him beg for a bit of the pie'?

Yes, Ben, I see he can do it; but my *big* dog can do it too.

I can pat my dog. Can you pat Jep'? Can you pat his paw'? Can you pat him on his ear'?

O, how my dog can run'! He can run to the lot, and get the cow.

Exercise for Lesson 67. Change to question, with *Why?*

Jep is not the big dog.
The big dog was not so gay as Jep.
The big dog did not eat the pie.

Jep did not get the cow.

LESSON 68.

We see an old hut; and we see a log′, a saw′, an axe′, a man′, and a boy`.

The log is to be cut in two; and the axe is to cut it.

The man has the saw; and he can use it to saw off the end of the log.

Do you see the axe in the end of the log′?

My lad′, you can not use the axe yet. If you try to use it, it may cut` you. Do not try` it.

Let the *man* use the axe.

Let him use the *saw* too. You can see him cut the log.

Do not let the boy cut his leg. Do not let him jam his toe.

Now, my lad', get out of the way of the axe, or the man may hit' you.

Go and sit by the hut, and you can see the man.

Exercise for Lesson 68. Change to question, with *Why?*

We are not in the hut now.
The log is not cut in two yet.
The boy can not use the saw.

The man did not hit the boy.

LESSON 69.

Did the men put all the hay up on the mow'?

Yes, it is all on the mow now.

You can get hay for the ox, and put it in the box for him.

Get the hay for the ox, and put it in the box. You old ox'! now you may eat hay, all day.

You may put the cow in the pen, and you may put a bar up, or she may get out.

The pig can not eat hay.

Let the cow eat *her* hay in the pen; but let the ox eat *his* hay out of the box.

VIII. Change Present Time to Past Time.

Exercise for Lesson 69. Change "is" to *Was.*

The cow is in the pen.
The hay on the mow is for the cow.
The hay is dry, and it is all on the mow.

Ted is up on the hay.

LESSON 70.

Do you see the man and his dog'? Is he an *old* man'?

Yes, he is an old man. See him sit on the log, by the hut.

Can the old man get up'?

Yes, he can get up; but he can not go far in a day. He is too old.

How far *can* he go?

He can go to the lot for his cow.

Is his cow an *old* cow'?

O yes! It is an old *red* cow.

Is his dog an old dog'?

Yes; but he is not so old as the old man. How old the man is!

Has the old man a cat in the hut'?
Did you say *cat'*, or *cap`*?
I did not say *cap'*, but *cat`*.

O yes! He has an old cat in the hut, and the cat can mew. But the cat is not so old as the dog.

Old man', old dog', old cat', and old cow`! You are *all* old; but you are not so old as the old hut.

Exercise for Lesson 70. Change "Am?" to *Was?*

Am I in the hut'?
Am I on the log'?
Am I on the top of the hut'?

Am I as old as the man?

LESSON 71.

Who can get my hoe`? It is on the top of the pen. Tom', can you get it for me'?

Yes, Bob, I can get it. I see it. Oh, see the mud on it!

Who got the mud on my hoe'? Ned, did you do it'?

I do it'? No'. I did *not* do it; but I saw the hoe in the mud. Ben had it.

Ben', did you use my new hoe in the mud'? Why did you do so'? If you *did* it, you are a bad boy.

Why am I a bad boy'? *I* did not put the hoe in the mud'. I got it *out* of the mud for you, and put it up on the pen to dry.

Oh, *did* you!

Yes, I did, Bob; and I can get the mud off for you. It is dry now.

If you can, do get it off.

Yes, I can rub it all off.

Now see it. You can not see a bit of mud on the hoe now.

Exercise for Lesson 71. Change "Is?" to *Was?*

Is it my hoe, Tom'?
Is it on top of the pen'?
Is the hoe all mud'?

Is Ben a bad boy?

LESSON 72.

Do see the pig'! The pig is in the lot. Why is the pig in the lot'?

Our men put the pig in the pen; but he got out, and ran to the lot.

Did you see him get out'? Did you see him run'?

Yes, I saw the pig run. He ran as far as the end of the lot. He ran to get out of the way of the dog.

Did the dog run too'?

Yes, the dog ran, and he got the pig by the tip of the ear. The dog bit his ear.

Did he do so'? You old dog, you! Why did you do so'?

Now let us fix the pen, and put the pig in it.

Old dog'! now you may get out of the way. Now let the pig be.

Exercise for Lesson 72. Change "Do?" to *Did?*

Do you see the dog and the pig'?
Do the dog and the pig run'?
Do the men put the pig in the pen'?

Do the men fix the pen?

LESSON 73.

See the bee on the bud, and the boy in the mud!

Let the bee be on the bud; but let the boy get *out* of the mud.

The dew is on the bee, and the bee is wet. Did the bee go out to sip the dew′?

Why did the boy get up, and go out in the dew‵?

You are a bad boy, Bob′, to get in the mud. Do get out of the mud.

You are all mud now! Do you see the mud on you′? Why did you get all mud‵?

Do you ask me why, Ned′? A bad boy put my cap in the mud, and I had to go and get it.

A bad boy'? Who was' he?
It was Dan Sly; he did it. Am I a bad boy now'? Is not Dan Sly the bad boy'?

Exercise for Lesson 73. Change "see" to *saw*.

I see the bee on the bud..
I see the dew on the bee.
We see the boy in the mud.

We see Bob get his cap.

LESSON 74.

WHO ATE THE PIE? A DIALOGUE.

Ned. Who ate my pie'? Did you see a boy eat it'?

May. No. A boy did not eat it.

Ned. But who *did* eat it?

May. I saw a cat get it.

Ned. A cat'? Was it our old cat'?

May. Yes, it was our cat; but the cat did not eat the pie.

Ned. Did not eat it, do you say'? But who *did* eat it?

May. The dog saw the cat get it; and so the dog ran for it, and the cat let the dog get it. So, you see, the *dog* ate the pie. It was fun to see the dog run. I saw it all, as I sat on the rug.

Ned. O, you old dog'! You *bad* old dog! Why did you eat my pie'? Get out, you old dog'. You old *cur*, get out.

May. No, no'! Do not use the dog so. *You* eat pie if you can get it'. Why may not the *dog* eat it, if *he* can get it?

Exercise for Lesson 74. Change "eat" to *ate*.

I eat pie. You eat pie.
The cat and the dog eat pie.
All of us eat of the pie.

You and I eat pie.

LESSON 75.

Tom′, why do all of you sit in a row, on the old oak log'?

We do not *all* of us sit on the log. Ned and Bob sit on the box.

But why do you, and May, and Ann sit on the log'?

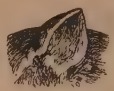
We sit on the log to see Lew run.

Exercise for Lesson 75. Change "sit" to *sat*.

I sit on the old log.
Ann and May sit on the log too.
Ned and Bob sit on the new box.

We sit on the oak log.

LESSON 76.

We saw the and the  of the , as she put her on the .

We saw how the got the ; and we saw the old eat the .

As Ned sat on the , by his , and his , and his , and his , and his , we saw a on his , and a on his .

We saw May put the new in her , and the and the on the ; and the on the : and we saw Tom put his in the old red tin .

We saw it all one day, as we see it now. Do you see it too?

Exercise for Lesson 76. Change Present to Past Time.

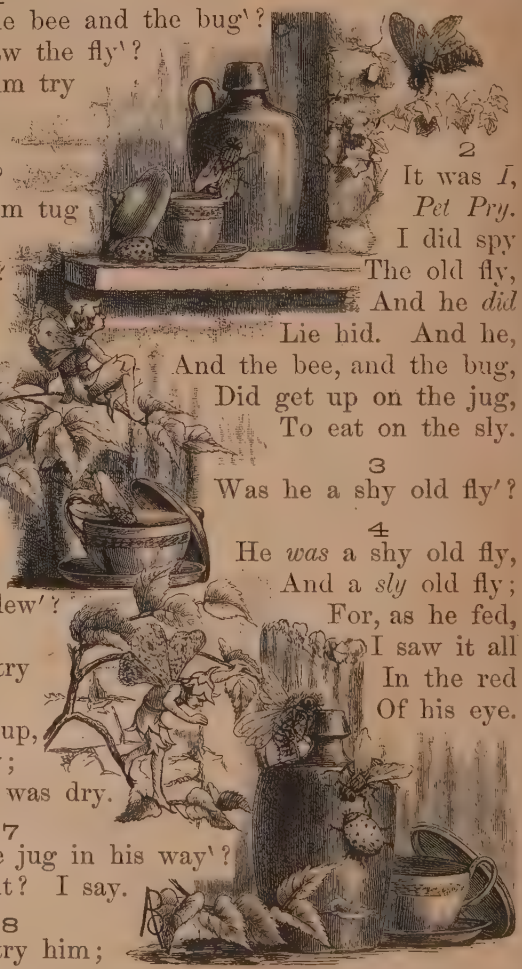
Is her paw on the rat?
It is a fat old rat.
We see the fox and the hen.
The owl has the egg.
Ned has an axe and a saw.
A big fly is on his arm.

Ned has a new gun.

LESSON 77.—THE ELF PET PRY.

1

Who saw the bee and the bug'?
And who saw the fly'?
Who saw him try
To lie hid
On the lid
Of the cup'?
Who saw him tug
To get up
On the jug'?
Who was' it,
Pet Pry'?



2

It was *I*,
Pet Pry.
I did spy
The old fly,
And he *did*
Lie hid. And he,
And the bee, and the bug,
Did get up on the jug,
To eat on the sly.

3

Was he a shy old fly'?

4

He *was* a shy old fly,
And a *sly* old fly;
For, as he fed,
I saw it all
In the red
Of his eye.

5

And did *you*
See him try
To sip the dew'?

6

Yes, he *did* try
To sip it up
Out of the cup,
On the sly;
But the cup was dry.

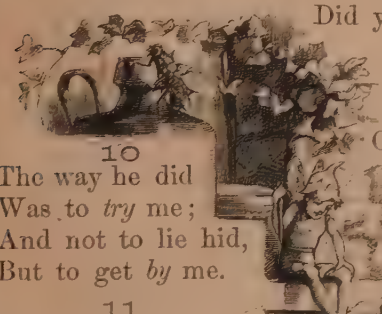
7

Who put the jug in his way'?
Who did it? I say.

8

I did it, to try him;
And I saw him sit on the top of the jug,
And the bee and the bug sat by him.

AND THE SLY OLD FLY.



10

The way he did
Was to *try* me;
And not to lie hid,
But to get *by* me.

11

Why did not you do
As I *bid* you?
Why did not you try
To *hit* the old fly?

12

But I *did* try;
And I did say
"Fie'! fie'! old fly'?"
And my pop-gun,
All for fun,
I did *aim* at the fly;
And I hit him
In the eye.

9

Did you see the old fly hug
The top of the jug'?
Did he try to lie hid,
And do as he did
On the lid of the cup'?
Or, did he *try* you,
And try to get up
On the sly,
And get *by* you?
How was it,
Pet Pry'?

13

Did he cry,
"Let me be,
Pet Pry'!"
And rub his eye',
And did he die'?

14

Not at all': O no'!
He did not do so.
The old fly
Did not cry,
And he did not die;
But he *did* fly by.
And I saw him go
Up'! up'! up' to the sky'!
And the bee and the bug, on the top of the jug,
Did set up the cry, "Go up'! up'! go up', old fly'!"

ONE HUNDRED AND FIVE ADDITIONAL WORDS OF THREE LETTERS, USED IN THE PRECEDING LESSONS.

1.	2.	3.	4.	5.
bad	bid	fat	Bob	dip
had	lid	yet	rub	lip
lad	God	bit	jam	sip
mad	pod	fit	ham	tip
sad	rod	cot	rap	dim
fed	sod	cob	pop	rim

6.	7.	8.	9.	10.
hum	bar	fur	dug	mew
rum	far	nag	hug	Lew
Jim	jar	rag	tug	Dan
tin	tar	beg	paw	Ann
gin	sir	peg	raw	möw
son	bur	dig	dew	cry
ton	cur	hog	few	dry

11.	12.	13.	14.	15.
Pry	tie	ask	use	row
Fry	die	ant	toe	pay
shy	buy	end	hoe	ate
sly	ill	ink	oak	fix
spy	too	two	tea	six
lie	aid	our	wad	vex
fie	aim	has	ear	wax
pie	arm	his	eye	odd

The above are for occasional exercises in *pronouncing at sight*, and for *spelling* by sound and by letter.

PART II.

EMBRACING A FEW FAMILIAR WORDS OF MORE THAN THREE LETTERS, AND SOME EASY WORDS OF TWO SYLLABLES.

In the Exercises, which here follow each lesson, the blanks are to be filled by the pupil, either orally or in writing. None but words used in the lesson are *needed* to fill the blanks, but others *may* be used.

LESSON 78.

He can spin the top.

jump Fred lazy Eddy Mary
well
does
play

1. Ma-ry′, do you see Ed-dy′? Do you see him spin his top′?

2. Yes, Bob, I see him. He can spin a top as well as *you* can.

3. Is not Ed-dy a la-zy boy′?

4. No, he is not a la-zy boy. Does Fred say he is la-zy'?

5. Yes, he does say so.

6. If Ed-dy is la-zy, he is not too la-zy to play. He is not too la-zy to spin a top.

7. See him spin it now. How it does jump! How it does hum!

Exercise for Lesson 78.

1. Did —— spin his top'?
2. Did you see it ——'?
3. Did he make it ——'?
4. How well —— did spin it!

LESSON 79.

Is this the best way?

this	with	said	any
best	that	will	very
town	wish	tell	easy

1. Is *this* the way to the town', or is *that* the way'? Can *you* tell'?

2. Yes, I can tell, said Fred. You may go an-y way *you* wish′, and I will go an-y way *I* wish; but *that* way is the best way. That is the way for *me* to go.

3. Is it not a ver-y long way for you to go, to get to the town′?

4. Yes, it is a ver-y *long* way, but it is a ver-y *ea-sy* way. It is the best way for you and me to go.

5. So Tom went with Fred; and that *was* the best way.

6. Let us all go the best way.

Exercise for Lesson 79.

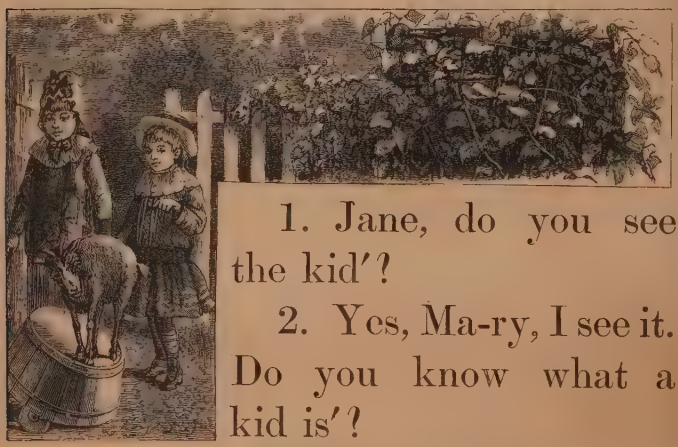
1. Is this the —— way to go to the ——′? Can you —— me?

2. If you go —— way, I —— go —— way. *That* is the —— way.

LESSON 80.

The kid is up on the tub

like	know	goat	over
what	Jane	baby	into



1. Jane, do you see the kid′?

2. Yes, Ma-ry, I see it. Do you know what a kid is′?

3. Yes, I know. The kid is a ba-by goat.

4. Is he up on a tub′, or is it a box‵?

5. It is a tub. It is not like a box.

6. Who saw the kid get up on the tub‵? Did you see him′?

7. Yes, I saw him. I saw him jump up. He can jump *o-ver* the

tub; but he is too big to get *in-to* the tub.

Exercise for Lesson 80.

1. Jane, do you —— what it is'? Is the kid a —— ——'?
2. Can the kid —— up on the tub'?
3. Can the —— jump —— the tub'?

LESSON 81.

The boy is on the ox.

here papa fall hold tame

1. What can we see here'?
2. We can see a man, and an ox, and a boy on the ox.

3. Did the boy get up on the ox'?

4. No, his pa-pa put him on the ox.

5. Will not the boy fall'? Can he hold on'? Who can tell'?

6. The boy will not fall, for his pa-pa will hold him on. He will not let him fall.

7. But will not the ox run with the boy'?

8. O no. The ox is a tame ox, and the man will not let him run.

Exercise for Lesson 81.

1. Will not the boy —'? Can he — on to the —'?

2. If the — can not — on, the man — hold him on. The ox is a — ox.

3. He will not run — the boy.

Spelling, for the next Lesson.

much	when	hand	cane
more	tree	back	bird
than	pack	pony	Emma

LESSON 82.

How much we can see!

1. What can you see here, Ed-dy′?

2. I can see a man′, and a boy′, and a cow′, and a dog′, and a po-ny′. Can you see as much as that, Em-ma′?

3. I can see *more* than that. I can see a hut′, and a log′, and an axe in the log.

4. If that is all you can see, I can see more than you can.

5. What more can you see′?

6. I can see a *tree′*, and a *bird* on the tree′, and a *pack* on the man's back′, and a *cane* in the man's hand′.

7. So you can, and so can I now. But I can see more than that. I can see a bag on the back of the po-ny.

8. How much we can see when we try to see all that we can!

Exercise for Lesson 82.

1. Will you —— me —— you can see'? Is —— all you can see'?

2. I —— see —— than that. I can —— a —— on the tree, and a —— on the man's ——.

LESSON 83.

Look out for the pony, Ned!

make keep look good
dust fast away ride

1. Look out, Ned! Look out for the po-ny. Hold on to him. Do not let him run a-way with you. Keep him in the road.

2. O, he will not run a-way with me. I can hold him. He is a good po-ny.

3. Do not let him go so fast. Hold him in more if you can.

4. O, I like to ride fast. I like to make the dust fly.

5. So do I like to ride fast, but not *ver-y* fast.

Exercise for Lesson 83.

1. Did Ned ride the ——'? Did the —— run —— with him'? Why did not the —— run away —— him'?

2. Did Ned like —— —— fast'? Did he —— the dust ——'?

LESSON 84.

Who are on the load of hay?

Will	says	many	oxen
home	time	come	draw
Ann	barn	down	load

1. See me! See me, Ann! Do you see me up on the load'?

2. Yes, I see you, Ed-dy. How man-y boys are up on the load with you'?

3. Fred and Tom are up here with me.

4. Is Will up on the load too'?

5. No, Will is not up here.

6. Tell Fred to come down. Tell him pa-pa says it is time for him to come home.

7. He can not get down now. When the ox-en draw the load to the barn, he can get off on the mow.

8. Well, tell Fred that will do.

Exercise for Lesson 84.

1. Who is up on the —— of hay'? Tell Fred to —— down. It is —— for him to go ——.

2. Let Fred ride on the —— to the ——. Then he can get off —— the ——

LESSON 85.

The boys have a flag and a drum.

Jane boys rest mock band drum
sash hear road flag stop loud

1. Jane, do you see an-y boys here′? How man-y boys do you see‵?

2. I see six boys. I see the boy who has the flag. It is Tom.

3. Do you see an-y drum′?

4. Yes; I see the boy who has the drum. He has a red band on his hat; and he has a red sash to hold up the drum. That is Ned, the fat boy.

5. Can he drum ver-y loud'?

6. Yes, he can drum *ver-y* loud. The old man in the road, with a pack on his back, can hear him.

7. Let the old man stop, and sit down on the log to rest.

8. Boys! do not mock the old man. Do not make fun of him.

Exercise for Lesson 85.

1. Here are six ——, and one of —— has a ——, and one has a ——.
2. One —— has a red —— on his hat.
3. Do you —— his red —— too'?
4. Do you see —— —— on the man's ——'?

LESSON 86.

You can do it, Eddy.

take	drop	must	send
club	ball	just	pond

1. Now, Ed-dy, take the club in your hand, and try to hit the ball.

2. It is ea-sy to hit it. You can do it just as well as I can.

3. If I hit the ball, will you run and get it for me'?

4. Yes, Ed-dy, I will get the ball for you. Now try it. Do not drop the club.

5. You *did* hit it! You see how ea-sy it is to do it. Now I must pick up the ball, out of the dust.

6. Now *I* will try it. If I hit it, you must stop it if you can, and send it back to me.

7. Yes, Tom, I will try to stop it; but do not hit it so *hard* as to send it to the pond.

8. Who is that boy up in the road'?

9. O, that is the bad boy, Dan Sly.

I don't like to play with Dan. Let us get out of his way.

Exercise for Lesson 86.

1. Let Tom take the —— in his ——, and hit the —— if he can.

2. When you hit the ——, Ed-dy, do not —— the club.

3. If *you* hit the ——, Fred, do not —— it to the ——.

LESSON 87.

Lion is a good dog.

girl	mind	bold	ever
name	step	bark	real
kind	hurt	roar	lion
play	them	door	lady

1. Did you ev-er see so good a dog'? He is good', and he is bold'. He is as bold as a li-on. His *name* is Li-on.

2. He will mind the man, for the man is good to him.

3. He will mind the la-dy, too, and he will go all the way home with her.

4. I like a good dog. If we are good to him, he will be good to us. He will like us.

5. Be kind to the dog, and he will pay you well for it.

6. Li-on will lie down on the step of the door. He will play with the boy and the girl. He will not hurt them. He can bark; but he can not *roar* like a *re-al* li-on.

Exercise for Lesson 87.

1. I like a —— dog. A —— man will be —— to his dog.

2. Let the —— lie —— on the —— of the door. He will —— with the —— and the ——. He will not —— them.

Spelling for Lesson 88.

Lucy	open	near	stay	sofa
wall	hall	rock	pass	gone
upon	only	ship	dawn	tiny

LESSON 88.

The bird, the ship, and the star.

1. What does Lu-cy see, as she sits up-on the so-fa in the hall'?

2. On-ly a bird,—a bird near the door, up-on the wall.

3. If she goes near it, will it stay'?

4. No, no: it will fly a-way —far, far a-way.

5. As Ed-dy sits up-on a rock, down by the o-pen sea, a ship! a ship! is all that he can see.

6. And yet, at dawn of day it will be gone—far—ver-y far a-way.

7. What does Ma-ry see, up in the sky, a-way, so ver-y —ver-y far'?

8. Up in the sky, so ver-y far, she sees a ti-ny star: but yet, at dawn of day it will be gone—far—far a-way.

9. So all we see must pass a-way—a-way.

LESSON 89.

Nelly is alone now.

dark	work	wood	older
eyes	loaf	left	almost
tears	bread	visit	alone
store	where	little	afraid

1. Lit-tle Nel-ly sits in the room all a-lone. She is ver-y sad, and tears are in her eyes. Why is Nel-ly so sad'?

2. It is al-most dark. Is the lit-tle girl a-fraid of the dark'? She knows that the dark will not hurt her; but she does not like to be *a-lone.*

3. Her fa-ther has not come back from his work at the mill. Her moth-er has gone to the store for a loaf of bread for sup-per. Both of them will come home soon.

4. But where is sis-ter A-my'? And where is broth-er Bob'? Why are not both of them at home'?

5. Her sis-ter A-my, who is old-er than Nel-ly, has gone to vis-it Ma-ry Day, and has not come home yet. Why does she stay so long a-way'?

6. Bob has gone to pick up some sticks of wood for the fire, and he has not come back. So Nel-ly is left all a-lone, and it is al-most dark.

Exercise for Lesson 89.

1. Nelly has —— in her eyes. Is she —— of the dark'? Her —— is at work at the ——.

2. Her mother has —— to the —— for a loaf of ——. Amy is —— than Nelly.

LESSON 90.

All are at home now.

glad	walk	kettle	father
cold	hangs	table	mother
warm	sticks	happy	sister
fire	Nelly	supper	brother

1. Nel-ly is not sad now. She hears Bob o-pen the gate, and she goes to the door.

2. Then she hears his step on the walk, and she runs to meet him. How glad she is to see him!

3. Bob has his arms full of sticks, and he tells Nel-ly that it is ver-y cold out of doors.

4. Just as Bob has made a good warm fire, sis-ter A-my comes in.

5. Then A-my and Nel-ly set the ta-ble for sup-per, and A-my hangs the ket-tle o-ver the fire. Ver-y soon both fa-ther and moth-er come in.

6. Nel-ly is ver-y hap-py, now that fa-ther, and moth-er, and sis-ter, and

broth-er have all come home. Her tears are all gone. She says:—

7. "O, I am not *a-lone* now,
For we are all *at home* now,—
All—all so dear:
My fa-ther and my moth-er,
My sis-ter and my broth-er,—
All—all are here."

Exercise for Lesson 90.

1. Nelly hears —— open the ——. She goes to the ——. She —— to meet him.

2. Bob says it is —— cold. He makes a warm ——. Then —— Amy comes in.

3. Soon —— and —— come in. Then —— is —— happy.

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